Objectives and content of teaching foreign languages at the present stage of development of school education

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ABSTRACT

Learning a foreign language, due to the social nature of the language as a repository and reflection of national culture, is inconceivable without simultaneously studying the culture of the country of the language being studied, which necessitates the inclusion of regional geographic materials in the educational process as an essential component of the content of teaching a foreign language. The ability to understand a foreign language culture is ensured by the presence of background knowledge in the linguistic consciousness of the speaker. In the absence of a language environment, the accumulation of background knowledge occurs mainly through reading. In the process of reading, both explicit and implicit information is updated, therefore, in the complex activity of reading in a foreign language, we can distinguish the regional geographic component of the lexical reading skill, the formation of which ensures the accumulation of background knowledge.

Keywords: Languages, foreign, school, education, reading.

1. INTRODUCTION

Changes in society cannot affect the development of the education system. The school experiences a variety of influences and influences of the social environment, while the learning objectives, as well as the content and teaching methods, undergo certain changes. The ideas of humanization and democratization of society are reflected in the new Law on Education in Uzbekistan, which emphasizes the idea that the main criterion in all types of education, and mainly in school, is the humanization of education.

The humanization of the life of society is associated with the affirmation of the priority of universal values. "Humanism in the general philosophical sense is a socially-valuable set of ideas that affirm the attitude to a person as the highest value, recognizing his right to freedom, happiness, development and creative manifestation of his physical and spiritual forces ... In a humanistic worldview ... find expression the diverse relationship of man to man, society, spiritual values, activities ... "(1.80)

Humanization, being a socially-valuable and moral-psychological basis of public life, characterizes the ideological foundations of education as a social phenomenon. Consequently, the humanization of education is a socio-pedagogical phenomenon that reflects modern social trends in the organization and functioning of the education system, including the school system.

For a long time, our school was focused on teaching students knowledge, abilities, skills; educational and developmental goals were subordinate to educational. It was precisely on the solution of educational goals that the efforts of teachers, the organization of the educational process at school, the criteria for evaluating students, teachers and the work of the school as a whole were directed.

It is known that the educational process is a specially organized activity of students aimed at mastering the content of school subjects, which embody the social experience of previous generations. It is unlawful to reduce this activity only to replenishing the student's experience with new knowledge, skills, since thinking, memory mechanisms, imagination, curiosity, initiative, emotions, needs, moral and ethical ideas and rules, etc. are also included in the activity process. d. Realizing in activity, these

personality traits are fixed, strengthened and developed, and in connection with this direction of personality formation we can talk about its development. (2.145)

In addition to the development of mental processes, in the activity there is the formation and consolidation in the experience of the individual of certain norms of attitude towards nature, society, the collective, family, individuals and to oneself in the form of views, beliefs, value judgments, rules of behavior, habits. This process of human interaction with the external environment is defined as the education of the individual.

The processes of training, development and education are interconnected, interdependent and implemented in any human activity. At the same time, it should be emphasized that an imbalance arises in organizationally determined activities when one function of an activity is realized more fully in comparison with others.

Unfortunately, in the practice of the school, including the study of foreign languages, there is a certain bias towards learning, to the detriment of development and upbringing. This is precisely what E.I. Passov means, indicating that despite the program offered by the program an integrated approach to the implementation of all learning goals, in fact, we have a contrast between the practical goal and the rest. The unity of the practical, educational, educational and developing learning goals is only declared, but the text of the program is mainly aimed at identifying ways to implement the practical goal, while other goals are mentioned along the way, and there are no specific requirements for what should be achieved by means of a foreign in terms of upbringing, education and development is not formulated. "Neglecting any aspect leads to tangible losses: the cognitive aspect does not develop motivation, the developing aspect does not facilitate the process of mastering speech skills, the educational aspect of the goal is also not realized, although it is necessary: speech skills (skills, knowledge) do not in themselves affect personality formation "A person may know and be able to, but not conform to the ideals of society. (3.81)

This statement echoes the words of A. A. Leontiev that the desire to ensure practical knowledge of foreign language communication "to the detriment of knowledge of the language and, through the language, knowledge of the culture of the people concerned" still prevails in the school.

Of the most significant trends characterizing a new stage in the development of the education system in our country, we highlight those that are important for determining the goals of teaching foreign languages:

-Root change in assessing the role and place of man in the world; the transition to the realization that human life is the highest value in the world, and the educational system must be adapted to the growing educational, sociocultural and spiritual needs of the student's personality;

- overcoming international isolation, increasing the role and importance of universal human value factors.

These trends are reflected in the new Law, where the goal of education is formulated as the formation of a cultural moral personality that respects the rights and freedoms of other people and is capable of mutual understanding and cooperation between people, peoples, various racial, religious, and social groups. Such a formulation allows us to determine the purpose of teaching foreign languages in the broad sense as the formation of a moral, cultural and aesthetically developed personality. familiar with the culture of the country of the language being studied, with the traditions and modern way of life of its people enough to be ready to participate in intercultural communication with a native speaker of the language being studied. This interpretation of the goal puts forward the need to co-learn the language and culture of the country of the studied language as an important and widely understood component of the content of teaching a foreign language.(4.231)

Any training is the transfer of a certain amount of culture to the younger generation (I.Ya. Lerner), and only culture in its most diverse manifestations contributes to the formation of a person's personality. One of the principles of the school program on artistic culture of B.M.Nemensky can be applied to teaching foreign languages, if only the concept of "culture" as a synonym for "art" is replaced by the concept of culture in its broad sense. The "principle" from the threshold to the world of universal culture "provides for a constant dialogue of cultures.

- through a dialogue of arts of different nations. However, a constant comparison of native culture with the "great background" is necessary: the diversity and richness of human cultures

- comparison, statement "in a row." Locking only one's own national culture always has a danger of later realizing it as divorced from the whole cultural process of mankind, seeing it as "the only genuine" or as provincial, backward."

In the scientific literature there are a large number of definitions of the concept of "culture", it is considered, for example, as a combination of certain knowledge, skills, traits and habits of individuals; generalized ideas that culture is associated with developed creative abilities, an understanding of works of art, fluency in languages, politeness, moral responsibility, and artistic taste are widespread. In the scientific understanding, culture can be considered as an integrated experience of social activity accumulated in society, based on a combination of material and spiritual values.

Culture is very important for the formation of a human person: a person as a person always develops as a member of a certain community of people, i.e. under the influence of norms and values inherent in a particular social collective. That is why, when determining nationality, it will be correct to say: a person is not born neither Uzbek, nor German, nor French, but becomes him as a result of educating people in the corresponding national community. The question may arise, what does this mean for teaching foreign languages. However, if we want to understand the inner world of Uzbek, German or French, it is necessary to study Uzbek, German or French culture.

In teaching foreign languages, the thesis of the indissoluble unity of language and national culture was not always taken into account. For a long time there was an opinion that learning a foreign language is simply the assimilation of another way of expression, a new code. Since linguistics for a long time remained the leading concepts that did not recognize the sociality of the language (the concept of universalism of the 17th century, the concepts of relativism of young grammars and consistent structuralists), this manifested itself in the teaching method in the fact that for a long time it was considered acceptable to learn a language without any reference to the language it serves culture. The main attention in the study of languages was focused on the inner side of the language, especially on grammar, which negatively affected the content of the educational process.(5.28)

The ideas of the need to combine the study of the culture of the country of the studied language and the language itself were expressed by Ya.A. Komensky, who pointed out that mastering the language without resorting to extralanguage reality leads to the fact that the pupil (student) uses words without investing in them an adequate meaning (the phenomenon of verbalism).

During the reform of the teaching of living foreign languages, interest in the cultures of the countries of the languages studied was increased, supporters of the reform movement widely used the concept of "geography". Nevertheless, as historical studies show (5.19; 31; 137), country-specific information included in the process of teaching living languages in the 17th-19th centuries was represented by disparate facts and information that students acquired during reading works of fiction.

In the 50s of our century, the idea of co-learning a language and culture found a large number of supporters among the methodologists and authors of textbooks and began to be implemented consistently. Methodists in many countries expressed the opinion that a language textbook should be built as a simultaneous course of national culture. For example, the French methodologist J. Lassera stated the following: "Whatever the textbook or teaching method, it is the information about the culture that primarily constitutes the main wealth of education. The teacher should not be limited to narrow linguistic goals. Without resorting to cultural phenomena, learning a language becomes impoverished and reduces to the assimilation of phonetic, lexical and grammatical phenomena. Of course, great attention must be paid to the assimilation of speech mechanisms and the training of speech models, but the teacher should not forget lotogo rule: "There is no need to learn to speak, if you say nothing." (6.123)

Learning objectives have a decisive influence on the selection of learning content. The content of teaching a foreign language is not constant, the problems of selecting language tools have been and are being solved differently, depending on the criteria that form the basis of the approach to selecting language material.

In general, methodologists distinguish two large components in the content of training: knowledge, on the one hand, and skills, on the other. In accordance with what has been said above about a new understanding of the goals of teaching a foreign language, these content components receive additional characteristics. So, in addition to knowledge of the language (linguistic knowledge of grammar, vocabulary, syntax), country-specific knowledge is needed, namely: knowledge of the country

of the language being studied, which the student must learn in the process of learning the language and which will serve as the basis for the further formation of background knowledge.

In relation to the initial stage, this knowledge includes:

1)regional geographic information contained in such geographic vocabulary units as personal names, geographical names, names of cultural and historical monuments, words related to everyday life features (i.e. vocabulary that does not have equivalents in the native language) and forms of speech etiquette, typical for native speakers of the studied language;

- 2) country-specific information presented in texts for reading and listening;
- 3) country information contained in illustrative clarity.

When selecting country-specific material for educational purposes, the following requirements must be taken into account: novelty, informational content, reliability, modernity, and correspondence to age-related interests and areas of communication.

For the first time, the question of the selection of language material and the scientific definition of the content of instruction was posed by representatives of the direct method. They provided for a certain limitation of the language material, but it should be noted that the thematic principle was the only criterion for the selection of lexical means.

Later, G. Palmer formulated the principles of vocabulary selection for teaching oral speech. The very statement of the question of the need to limit the language material and its organization for educational purposes was of great importance for the development of the methodology, however, according to the selection principles put forward by G. Palmer (frequency, structural compatibility, concreteness, expediency), only those were included in the lexical minimum words whose lexical concepts are interlanguage: they are easily translated, semantic transfer is completely acceptable when they are mastered, since there is no need to formulate a new concept.(7.112)

Despite the fact that at present there are a large number of criteria and principles for selecting language material, it should be noted that when selecting a school lexical minimum, the main criteria are the linguistic characteristics of the language material: criteria for compatibility, polysemy, semantic value, stylistic neutrality, word-formation value, etc. Obviously, vocabulary selected based on these criteria alone will not include country-specific vocabulary. At the same time, familiarization with the country's culture of the language being studied, the need for which is laid down in order to teach the language as they are understood recently, can only happen through the inclusion in the lexical minimum, which is to be assimilated, of a specially selected country-specific colored vocabulary.

Learning to read it is advisable to build on the material (texts and accompanying illustrative clarity), reflecting the reality of the country of the language being studied. At the same time, the system of exercises should provide for types of tasks aimed not only at extracting regional geographic information, but also at comparing two cultures: the native and the culture of the country of the language being studied. Moreover, this comparison should include the identification of not only differences, but also the presence of a common, that unites these peoples and cultures.(8.154)

In a thesaurus of a native speaker of a language, meanings and concepts are organized according to the principle "from general to particular". Therefore, it is advisable to formulate a system of new concepts and ideas related to the language being studied on the basis of what is common in two cultures, gradually expanding the scope of concepts, layering new information, drawing students' attention to the differences that exist in the two cultures.

With regard to the teaching of oral speech, each topic should be studied from two sides: on the material of their country and the country of the language being studied, which is caused by the needs of communication. Background knowledge is present in the linguistic consciousness of a native speaker potentially, they are rarely expressed explicitly in external speech, their actualization occurs in conditions of specially defined situations: response to a request, clarification, informing, etc.

2. CONCLUSION

In conclusion, The communicative communication needs of a foreigner and a native speaker also do not imply the inclusion of detailed, externally expressed background knowledge in a foreigner's speech. It is natural to assume that a foreigner can express his opinion, attitude, interest in some facts or phenomena of a foreign culture, but will not tell native speakers "who is who" or "what is what" in their country. He will receive this information from his interlocutors - native speakers, they will also be

expected to receive information from him about himself, about his surroundings, about his country, since this is what primarily interests native speakers when meeting with foreigners studying their language.

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